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ABSTRACT

American College Testing Program (ACT) and Scholastic Aptitude Test (SAT) results are summarized for students in the Albuquerque (New Mexico) Public Schools (APS). Results indicate that for the 1984-85 school year, APS students' scores compare very well with national norms. APS mean ACT scores for the total group are above national averages for English, mathematics, social studies, natural science, and composite score. Compared with the previous year, scores stabilized in English and natural science, but declined slightly in mathematics and social studies. APS students have scored considerably higher than the New Mexico total ACT average for the past 11 years. Although the majority of college-bound students in New Mexico take the ACT, many planning to attend out-of-state colleges and those who have not made a college choice take the SAT. Results for APS students are above the national means. Scores decreased slightly from 1982-83 to 1984-85. Other data included in this report are ACT scores for males and females; ACT scores according to secondary school curriculum; percentage of seniors tested; student characteristics and family characteristics; educational aspirations; and states where students plan to attend college. (GDC)

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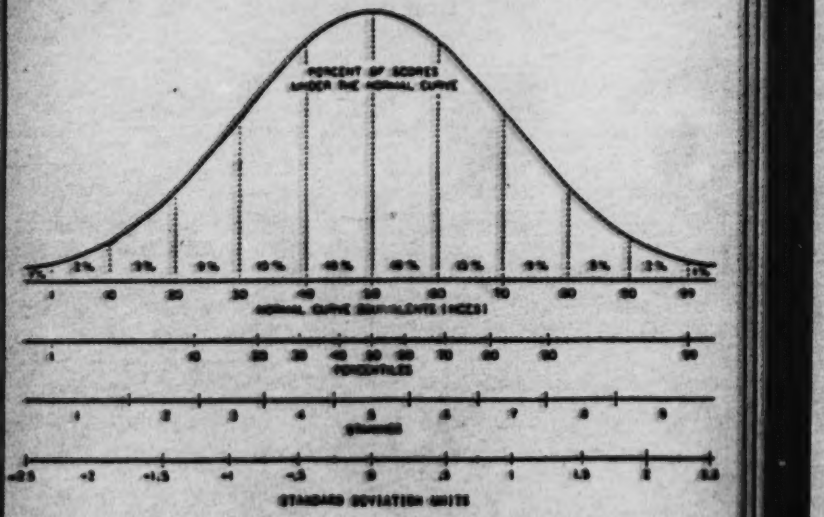

1984-85

College Entrance Examinations

DISTRICT REPORT

ALBUQUERQUE PUBLIC SCHOOLS

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INTRODUCTION

WHY STUDENTS TAKE THE ACT OR THE SAT

Many institutions of higher learning require entering students to supply college entrance examination results. The primary purpose of this requirement is to help colleges and universities make decisions which will maximize the entering student's chances for admission and placement in courses which best fit the individual's needs and talents. A large number of Albuquerque Public Schools' students voluntarily participate in either the American College Testing Program (ACT) or the Admission Testing Program of the College Entrance Examination Board (SAT). While the main purposes of these programs are planning for the individual student and input to a selection process for colleges and universities, a summary of test data for participating APS students is appropriate and meaningful.

These assessment instruments are intended to measure academic achievement, to predict success in college and to help the student understand his or her strengths and weaknesses as related to college work. A major skill for doing college work is the application of analytical reasoning for the solution of functional and practical problems. Accordingly, entrance examinations contain a large number of problem-solving exercises and proportionately fewer measures of lower level skills.

Student questionnaires associated with college entrance examinations help colleges understand each individual applicant by providing a considerable amount of personal demographic information. These data include educational plans, interests, and needs in addition to such things as out-of-class accomplishments and college extracurricular plans. A student may also indicate a potential need for financial aid, proposed major field of study, and special interests or goals.

Students who plan to go to college pay a fee to take the ACT or the SAT. APS high school counseling offices serve as testing information centers for these tests by providing test registration information to any student who requests it. Students complete registration forms and send them with payment directly to the testing company. Any junior or senior in high school may take either the ACT or the SAT by following this procedure. In special cases fee waivers are available for both tests.

It should be noted that both ACT and SAT test results have some application to APS high school curriculum development. However, these test results should not be viewed as an assessment of the APS curriculum for two reasons. First, not all APS high school students take either or both of these voluntary tests and second, the questions on the tests are not designed to match the APS high school curriculum.

ACT 1984-85 SUMMARY INFORMATION

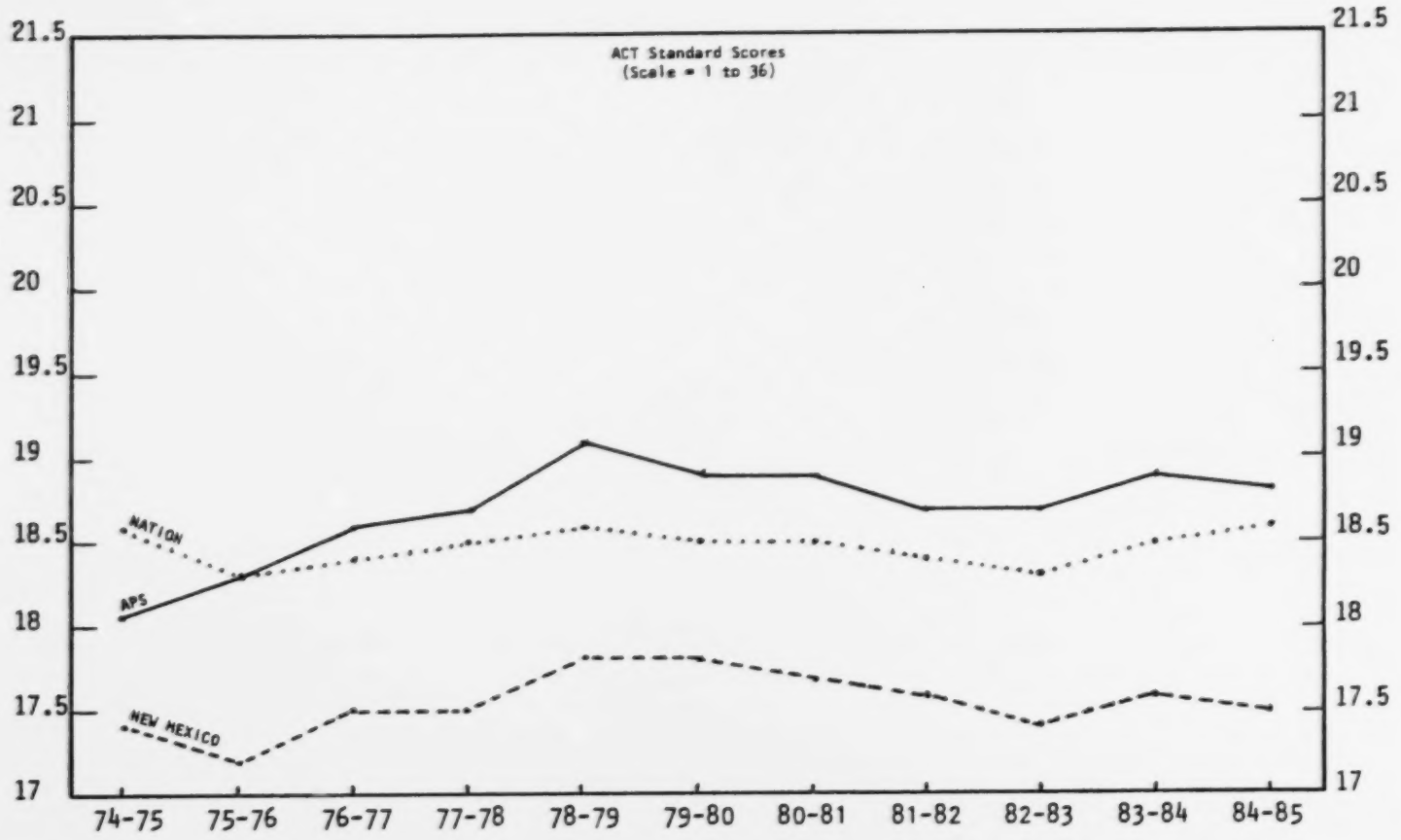
For the 1984-85 school year the scores of the Albuquerque Public Schools' students on the ACT compare very well with national norms. As can be seen in Table 1 (page 4), APS mean scores for the total group in English, Math, Social Studies, Natural Science and the Composite Score were all above national averages. When compared to the previous year, APS scores stabalized in English and Natural Science, but declined slightly in Math and Social Studies.

Figure 1 (page 3) demonstrates the trend of ACT scores for APS, New Mexico, and the nation, for the years 1974-75 to 1984-85. APS students had fallen below the national average in 1974-75, then scored at or above the national average for all other years. APS students have scored considerably higher than the New Mexico total average for the past eleven years.

To gain an understanding of how APS compares with New Mexico and the nation in high, middle, and low score ranges, it is useful to look at percentages of students scoring in the various test score intervals as shown on Figure 2 (page 5). For example, by examining the figures shown in Figure 2 carefully, it can be determined that APS has the same or larger numbers of students scoring in the higher score ranges in English, Social Studies, and Natural Sciences than do New Mexico and the nation. In other words, higher percentages of APS students scored in the upper score ranges of the test than either the state or the nation on most subtests.

Both Table 1 (page 4) and Figure 3 (page 6) reflect the APS boys' and girls' scores compared to the national averages. From these figures it can be seen that APS boys' and girls' scores in most areas are at or above the respective national norms.

Other information contained in this report reflects the students' scores by self-identified high school curriculum background, the number and percentage of senior (12th grade) students taking the ACT, and other characteristics of students taking the ACT.



	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85
Composite APS ———	18.1	18.3	18.6	18.7	19.1	18.9	18.9	18.7	18.7	18.9	18.8
Composite NM -----	17.4	17.2	17.5	17.5	17.8	17.8	17.7	17.6	17.4	17.6	17.5
Composite Nation ·····	18.6	18.3	18.4	18.5	18.6	18.5	18.5	18.4	18.3	18.5	18.6

FIGURE 1. AMERICAN COLLEGE TEST (ACT) SCORES
APS, NEW MEXICO, & NATIONAL COMPOSITE AVERAGES
1984-85

Figure 1 reflects the APS, New Mexico and national ACT score trends from 1974-75 to 1984-85. While declining scores were experienced for several years in the early 1970's, APS scores have shown a general upward trend since 1974-75. In 1985 both APS and New Mexico scores declined slightly, while maintaining higher scores when compared to results three years ago.

TABLE 1. APS AND NATIONAL AMERICAN COLLEGE TEST RESULTS (ACT) 1982-85 REPORTED BY GENDER

		ALBUQUERQUE PUBLIC SCHOOLS			NATION		
		82-83	83-84	84-85	82-83	83-84	84-85
NUMBER TESTED	Boys	1375	1299	1091	380853	388784	338668
	Girls	1602	1522	1319	454455	460782	400168
	Total	2977	2821	2410	835302	849566	738836
ENGLISH	Boys	17.3	17.8	17.6	17.3	17.5	17.6
	Girls	18.6	18.9	19.1	18.2	18.6	18.6
	Total	18.0	18.4	18.4	17.8	18.1	18.1
MATH	Boys	18.5	19.1	19.1	18.4	18.6	18.6
	Girls	16.3	16.8	16.3	15.7	16.1	16.0
	Total	17.3	17.9	17.6	16.9	17.3	17.2
SOCIAL STUDIES	Boys	18.3	18.4	18.1	18.0	18.1	18.3
	Girls	17.2	17.0	17.0	16.4	16.5	16.6
	Total	17.7	17.7	17.5	17.1	17.3	17.4
NATURAL SCIENCE	Boys	22.7	22.9	22.7	22.4	22.4	22.6
	Girls	20.1	20.0	20.2	19.6	19.9	20.0
	Total	21.3	21.3	21.3	20.9	21.0	21.2
COMPOSITE	Boys	19.3	19.7	19.5	19.1	19.3	19.4
	Girls	18.2	18.3	18.3	17.6	17.9	17.9
	Total	18.7	18.9	18.8	18.3	18.5	18.6

For the 1984-85 school year, ACT scores for APS totals were at or slightly above the national average scores in all four content areas as well as the composite score. Trends can be examined in each content area for boys and girls by studying the figures for the three years reported. The number of students in APS taking the ACT has declined somewhat from 1982-83 levels, while nationwide the number of students taking the test has declined even more sharply.

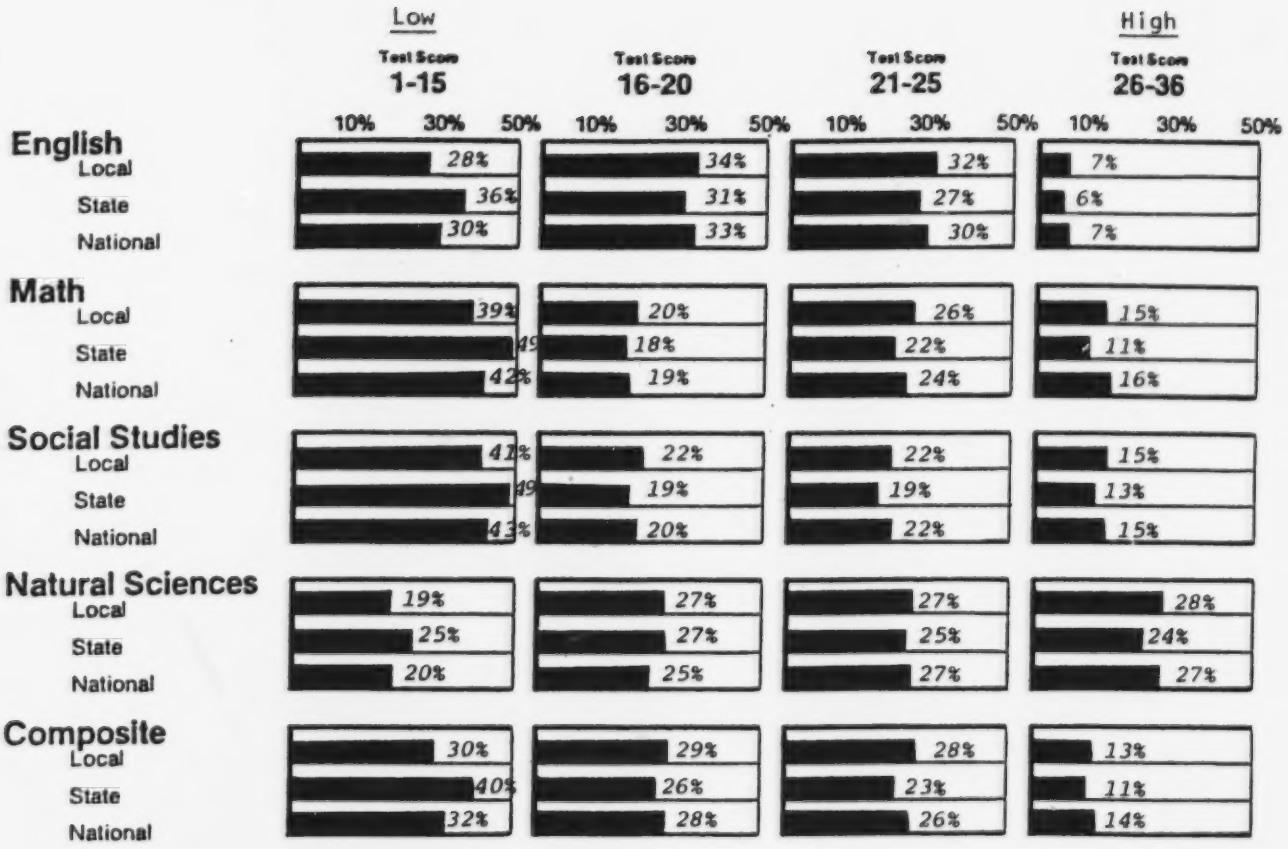
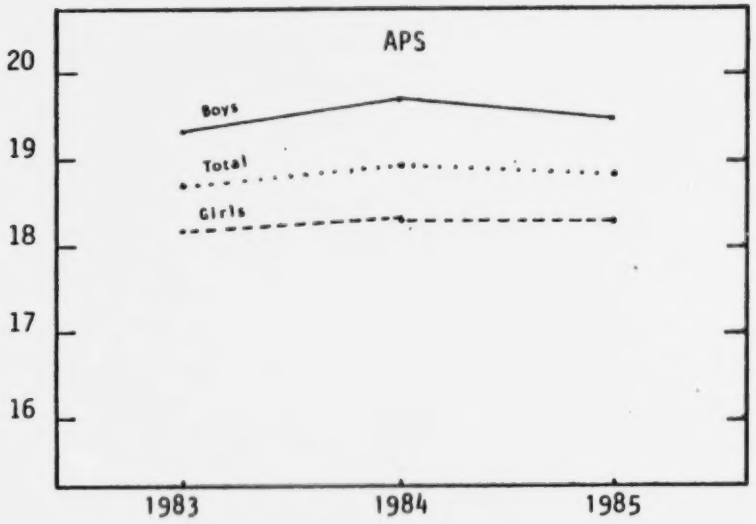
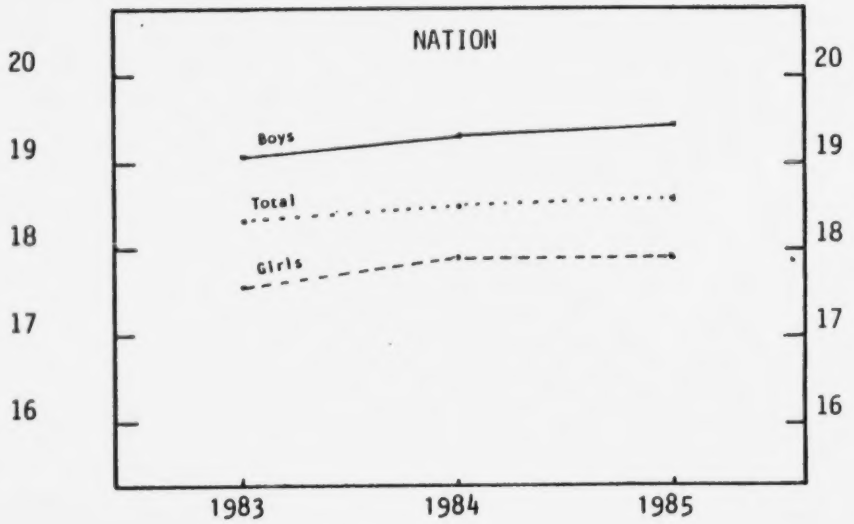


FIGURE 2. PERCENTAGES OF APS STUDENTS IN VARIOUS TEST SCORE INTERVALS

When scores are examined according to high (26-36), middle (16-20 and 21-25), and low (1-15) ranges, it can be seen that APS students have percentages of students scoring in the higher ranges than New Mexico or the nation in most categories. In the low (1-15) score range, APS had lower percentages of studer in all content categories.



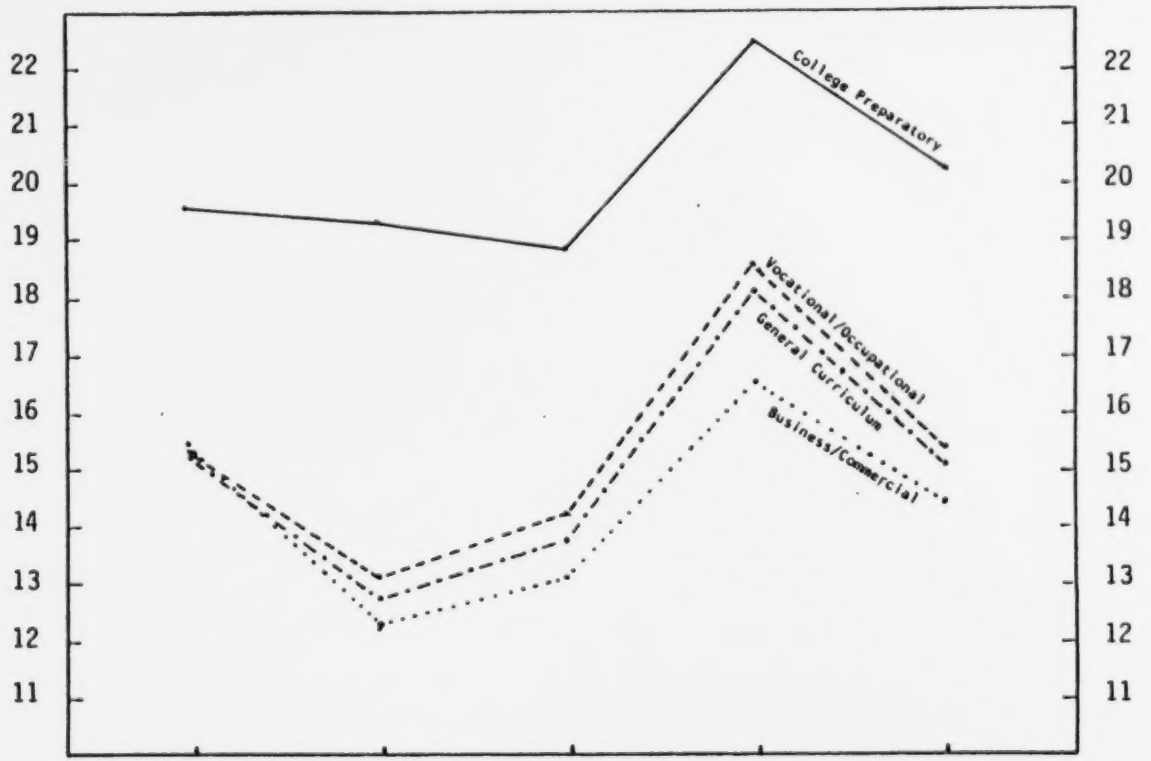


	1983		1984		1985	
Boys	19.3		19.7		19.5	
N & %	1,375	46%	1,299	46%	1,091	45%
Girls	18.2		18.3		18.3	
N & %	1,602	54%	1,522	54%	1,319	55%
Total	18.7		18.9		18.8	
N & %	2,977	100%	2,821	100%	2,410	100%

	1983		1984		1985	
Boys	19.1		19.3		19.4	
N & %	380,853	46%	388,784	46%	338,668	46%
Girls	17.6		17.9		17.9	
N & %	454,455	54%	460,782	54%	400,168	54%
Total	18.3		18.5		18.6	
N & %	835,302	100%	849,566	100%	738,836	100%

FIGURE 3. SUMMARY COMPOSITE ACT SCORES FOR BOYS AND GIRLS (According to Averages for APS and the Nation)

Figure 3 shows that APS boys and APS girls have consistently scored the same as or higher than the respective national comparison groups. In 1985, APS boys' composite ACT score was 19.5 which was higher than the national boys' average of 19.4. In 1985, APS girls' composite ACT score was 18.3, considerably higher than the national girls' average of 17.9. When compared to 1984 results, the scores of APS boys has declined slightly while scores of girls remain unchanged.



		English	Math	Social Studies	Science	Composite	N*	%
College Prep.	———	19.6	19.3	18.9	22.6	20.2	1705	73%
General Curr.	- - - - -	15.2	12.8	13.8	18.1	15.1	337	14%
Voc./Occup.	– – – – –	15.3	13.1	14.2	18.6	15.4	114	5%
Bus./Comm.	.....	15.5	12.4	13.1	16.7	14.6	151	6%

N* = Number of Students

FIGURE 4. APS 1984-85 ACT SCORES
(According to Student-Reported High School Curriculum)

A word of caution regarding the interpretation of this graph: Students are asked to indicate the nature of the high school curriculum they chose. No guidelines are provided to the student by ACT for making this choice. Therefore, it is not clearly understood what factors affect the student's indication that he has followed a college preparatory, general, vocational or business course of study.

It is interesting to observe that approximately three-fourths of the college-bound students (73%) feel they have chosen a college preparatory course of study during their high school years. This figure is not confirmed by the local district. Students who experienced a college preparatory high school curriculum scored higher than any other designated curriculum group. Not all students complete the ACT survey questionnaire making the number of students refelcted on this page slightly less than the total of APS students who took the test.

TABLE 2. GRADE LEVEL AT TIME OF ACT TESTING 1984-85

	BOYS			GIRLS			TOTAL		
	N*	%	ACT Comp	N*	%	ACT Comp	N*	%	ACT Comp
High School Junior	213	20%	23.1	252	19%	21.0	465	20%	22.0
High School Senior	820	77%	18.8	1003	78%	17.7	1823	77%	18.2
Other	36	3%	15.7	38	3%	15.4	74	3%	15.5
No Response	22			26			48		
Total	1091			1319			2410		

Approximately one-fifth (20%) of the 2410 students taking the ACT were high school juniors at the time of testing. Another 77% were high school seniors. Three percent were identified as "other." This classification includes those students who graduated previously and are now deciding to attend college. Students classified as juniors at the time of testing typically score higher than seniors probably because they have made an early decision for higher education and may be highly motivated. Students in the "other" category frequently score lower than either juniors or seniors. Possible reasons for this are: 1) they have been out of school for some time and may have forgotten some of the information tested, 2) they may not have chosen high school courses which would provide for college preparation.

TABLE 3. PERCENT OF APS SENIORS TAKING ACT COMPARED TO END-OF-YEAR SENIOR ENROLLMENT, 1976-85

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
End of Year Senior Enrollment	5523	6087	6189	6328	6149	6018	5910	5428	5174	4864
Seniors Tested on the ACT	2409	2265	2202	2307	2167	2164	2241	2126	1917	1823
Percent of Seniors Tested	44%	37%	36%	36%	35%	36%	38%	39%	37%	37%

Since 1975, the percent of senior (12th grade) students taking the ACT has shown an unsteady but declining trend. Ten years ago, almost half the APS senior students took the ACT. Between 1976-83, the percentage stabilized between 35-39%. In 1984-85, 37% of the APS seniors took the ACT.

As part of the ACT testing experience, students are asked to respond to a number of questions regarding their high school education and plans for the future. Even though APS has no input into the questions asked, the summary of student responses is of interest. Following is a summary of students' answers to the questions.

Quality of High School Education

Of this group of 2410 students, consisting of 1091 boys and 1319 girls, 14% felt their high school education was excellent. Another 47% of the students felt it was good, 27% felt it was average, 5% felt it was below average, and 7% felt it was inadequate.

When queried about various aspects of their high school, over half the students indicated satisfaction with instruction, course offerings, grading, library facilities, assistance of gifted students, tests, and guidance.

Typical Student

The typical student in this group had an ACT composite score of 18.8 (group mean) and a high school grade point average of 2.8. These compare to national averages for college-bound students of 18.6 and 2.9, respectively. At the time of testing, the student thought he or she would obtain a first-year college grade point average of about 2.8.

37% of the students were "very sure" of their educational major, while 45% were "fairly sure." A total of 36% aspired to a bachelor's degree, while 56% aspired to at least some graduate school or a professional degree. The most typically planned educational major and first vocational choice for the group was business and commerce. The largest single percentage of male students (25%) indicated an interest in engineering. The largest single percentage of female students (20%) chose business and commerce as their major interest.

Choosing a College

The within-state institution where the largest number of APS students sent ACT scores was the University of New Mexico. When asked about the factors affecting their choice of schools, students chose the following: field of study (49%), cost (19%), location (19%), institutional type (9%), student body composition (2%), and size (1%). 35% of APS students planned to go out-of-state to college.

Special Needs

APS students expressed a need for special help in several areas, with the category and percentage of students expressing need in that area as follows:

Study skills	50%
Math	47%
Educational and vocational plans	46%
Reading	34%
Writing	29%
Personal counseling	13%

A total of 35% expressed interest in independent study, 23% in honors courses, 29% in foreign study, and 53% in some kind of advanced placement. 60% of APS students expressed expectations of working at a job during the school year. 71% expected to apply for some type of financial aid.

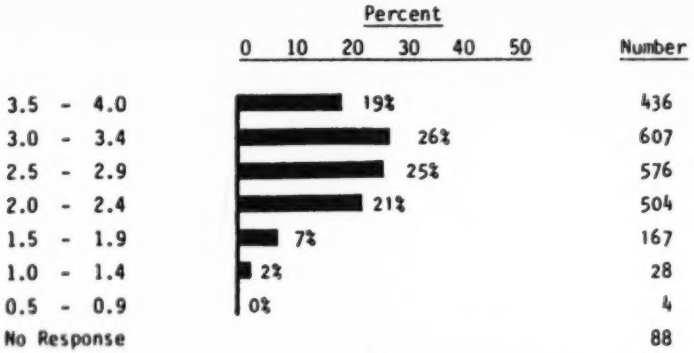
Extracurricular Participation

The extracurricular area where the most students (38%) participated in high school and also had similar plans for college was "special interest groups." The area where the most students (17%) participated in high school but had no similar plans for college was "varsity athletics." The average number of high school out-of-class accomplishments, out of seven listed for each of the nine areas was:

Athletics	2.7	Leadership	1.5	Art	.8
Work Experience	2.1	Community Service	1.0	Speech	.7
Music	1.5	Writing	.9	Science	.4

STUDENT-REPORTED INFORMATION FROM THE ACT

HIGH SCHOOL GRADE POINT AVERAGES



ESTIMATED FAMILY INCOME

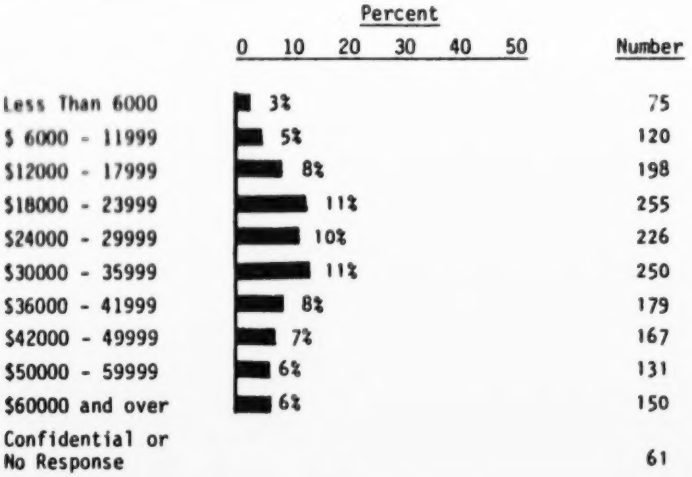
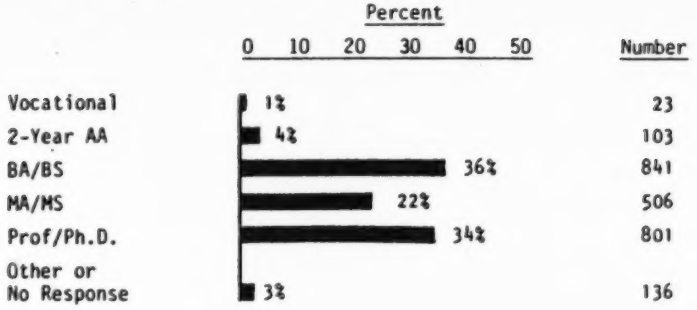


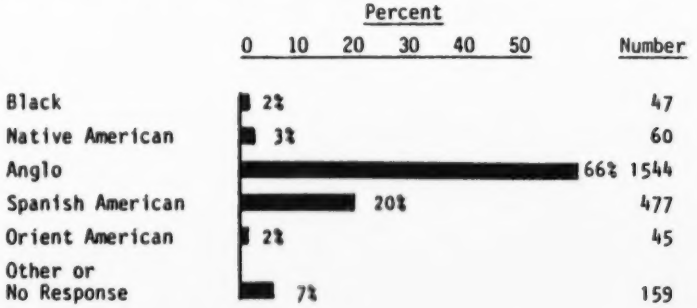
FIGURE 5. CHARACTERISTICS OF APS STUDENTS TAKING THE ACT IN 1984-85

Figure 5 reflects student-reported information regarding grades in high school, plans for college, family income, ethnicity, and location of the college the student plans to attend. Neither ACT nor APS attempts to cross-reference this student-reported data with any other source of information.

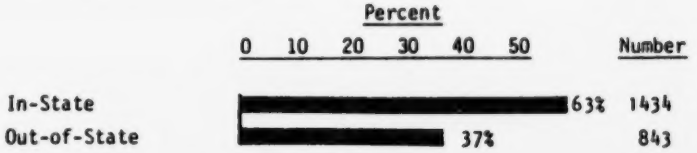
LEVEL OF EDUCATIONAL ASPIRATIONS



STUDENT-REPORTED ETHNIC BACKGROUND



LOCATION OF COLLEGE PLANS



(133 students did not respond to this item)

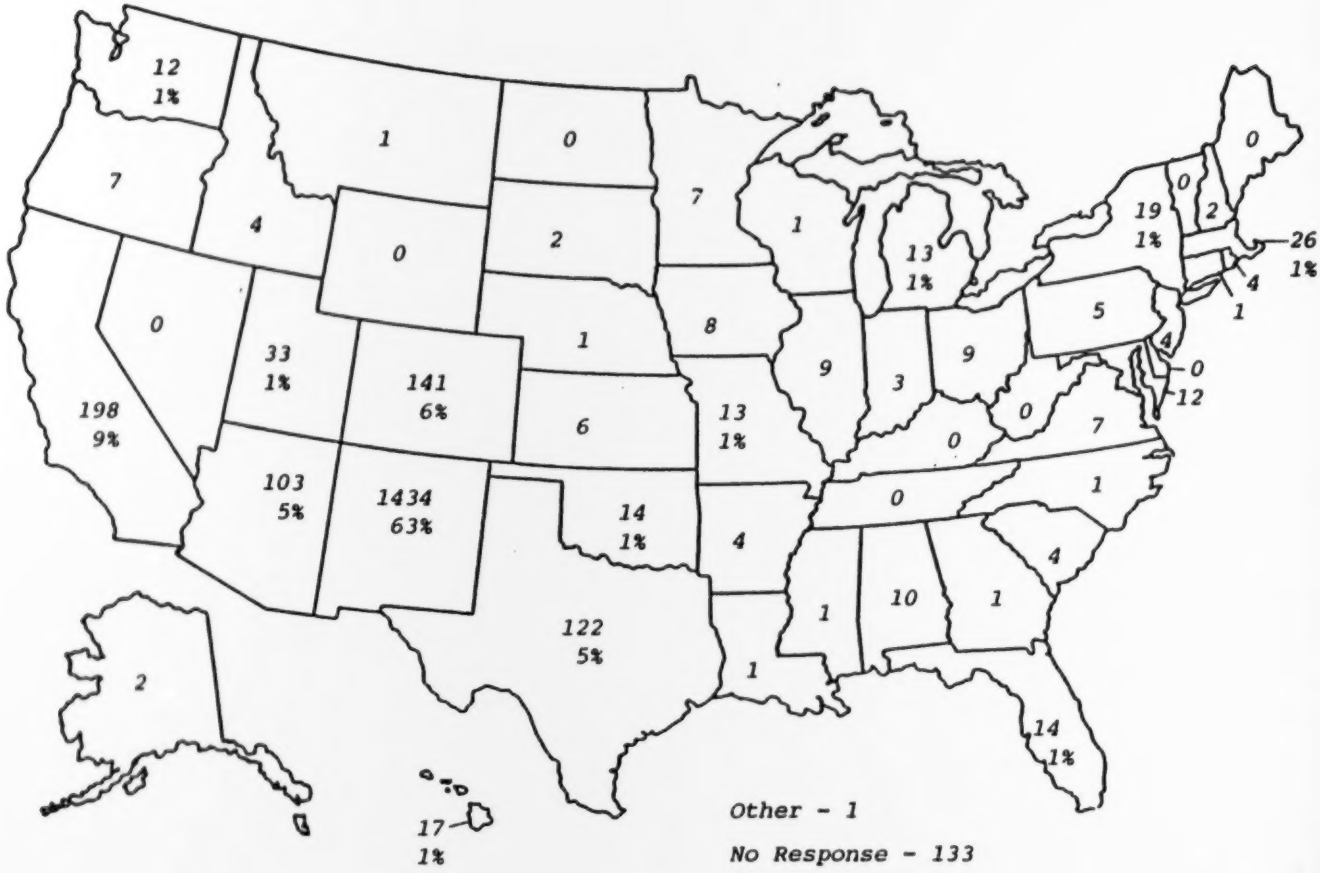


FIGURE 6. STATES WHERE STUDENTS PLAN TO ATTEND COLLEGE (According to information supplied by students taking the ACT)

The map of the United States shows where 1984-85 APS students planned to attend college. The large majority (63%) indicated a New Mexico college or university as their choice. Other states where substantial numbers of 1985 graduates planned to attend school were California (9%), Colorado (6%), Texas (5%), and Arizona (5%).

SAT (COLLEGE BOARD) 1984-85 SUMMARY INFORMATION

Although the large majority of college-bound students in New Mexico take the ACT, several hundred students in Albuquerque choose to take the SAT (College Boards) each year. These students are typically those who intend to go out-of-state to college or who have not yet chosen the college or university they wish to attend. Because all universities and colleges in New Mexico accept the ACT, it is unnecessary for those students seeking higher education in New Mexico to take the SAT examinations.

As can be seen in Table 4 (page 13), the number of students in APS taking the College Boards decreased from 1982-83 to 1984-85. APS verbal scores are well above the national averages for boys, girls, and total for 1984-85. On the verbal portion of the SAT, APS boys' scores decreased from 498 to 488. APS girls' scores remained the same at 484. When all students' scores are considered, the APS verbal mean score decreased from 491 to 486.

In mathematics, APS boys' scores decreased 11 points, while APS girls' scores decreased three points. Mathematics scores for boys and girls are all well above national averages, as can be seen in Table 4.

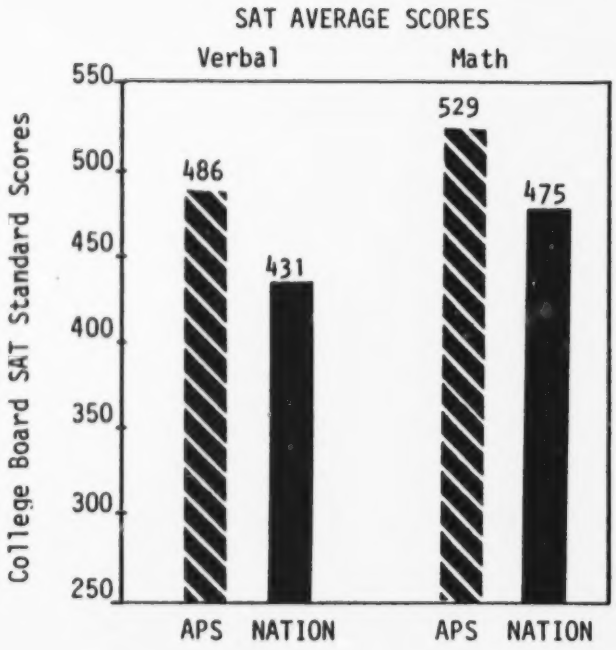
By way of national comparison, APS total students' mean score in the verbal portion of the SAT was 486, compared to 431 for the nation. In mathematics, APS students scored a mean of 529, well above the mean of 475 for the national group of almost a million students. These comparisons are displayed in Figure 7 on page 13.

	APS			NATION		
	82-83	83-84	84-85	82-83	83-84	84-85
NO. TESTED						
Boys	244	268	196	464,899	464,879	471,992
Girls	254	262	235	497,978	499,805	505,369
Total	498	530	431	962,877	964,684	977,361
VERBAL						
Boys	487	498	488	430	433	437
Girls	487	484	484	420	420	425
Total	487	491	486	425	426	431
MATH						
Boys	554	566	555	493	495	499
Girls	502	510	507	445	449	452
Total	528	539	529	468	471	475

TABLE 4. COLLEGE BOARD (SAT)
APS AND NATION 1982-85

Table 4 reflects that fewer APS boys and girls took the College Boards in 1984-85 than in the previous year. The overall number of APS students taking the SAT decreased from 498 in 1982-83 to 431 in 1984-85. Scores for APS boys decreased in verbal (10 points) and in math (11 points) while APS girls scores remained the same in verbal and decreased in math (3 points).

Nationally, the total number of students taking the SAT increased. National scores in verbal and math increased slightly.



Number of students:

APS	431
Nation	977,365

FIGURE 7. COLLEGE BOARD (SAT)
APS AND NATION, 1984-85

Figure 7 shows that APS students score considerably above the national average in both verbal and math portions of the SAT.

TABLE 5. COLLEGE ENTRANCE EXAMINATION BOARD TEST SCORES, 1984-85

		APS	NATION	NEW MEXICO	SOUTHWEST*
NUMBER OF STUDENTS	Boys	196	471,992	799	31,785
	Girls	235	505,369	862	34,678
	Total	431	977,361	1,661	66,463
		SCHOLASTIC APTITUDE TEST (SAT) AVERAGE SCORES			
VERBAL	Boys	488	437	485	432
	Girls	484	425	484	417
	Total	486	431	484	424
MATH	Boys	555	499	539	489
	Girls	507	452	505	442
	Total	529	475	521	464
		SAT AVERAGE VERBAL SUBSCORES			
READING COMPREHENSION	Boys	49.5	43.8	48.9	43.5
	Girls	49.0	42.6	49.0	42.1
	Total	49.2	43.2	49.0	42.8
VOCABULARY	Boys	48.2	43.7	48.2	43.1
	Girls	48.0	42.7	48.0	41.6
	Total	48.1	43.2	48.1	42.4
TEST OF STANDARD WRITTEN ENGLISH	Boys	47.0	42.0	47.1	42.1
	Girls	48.7	43.4	48.8	43.2
	Total	47.9	42.7	48.0	42.6
		ACHIEVEMENT TEST AVERAGE SCORES			
ENGLISH COMPOSITION	Number of Students	N= 92	N= 188,811	N= 380	N= 9,904
	Average Score	553	523	554	517
MATH LEVEL 1	Number of Students	N= 48	N= 148,254	N= 220	N= 8,189
	Average Score	566	540	554	532
MATH LEVEL 2	Number of Students	N= 44	N= 45,890	N= 152	N= 2,251
	Average Score	681	658	668	659
ALL ACHIEVEMENT TESTS	Number of Students	N= 95	N= 203,670	N= 396	N=10,208
	Average Score	574	540	570	534

*Southwest = New Mexico, Oklahoma, Arkansas, & Texas

Table 5 shows scores for APS, the Nation, New Mexico, and the Southwest Area on the SAT portion of the College Boards as well as on the various achievement tests. Students may elect to take one or more of the achievement tests, depending on the admissions requirements of the college or university to which they are applying. Many students take only the SAT (Scholastic Aptitude Test) portion of the College Boards.

High Schools	ACT		COLLEGE BOARDS - SAT		
	Number of Students	Average Composite Score	Number of Students	Average Verbal	Average Math
Albuquerque	89	16.0	16	506	535
Cibola	205	19.0	27	498	477
Del Norte	294	19.2	52	498	544
Eldorado	478	19.8	129	488	525
Highland	285	19.1	80	481	506
Manzano	305	18.8	21	478	516
Rio Grande	123	16.3	16	495	509
Sandia	392	19.8	70	469	537
Valley	123	17.5	12	483	539
West Mesa	103	16.5	8	493	521

FIGURE 8. ACT & COLLEGE BOARD - SAT SCORES
APS HIGH SCHOOLS
NUMBER OF STUDENTS & AVERAGE SCORES
1984-85

Larger numbers of APS students take the ACT than the College Boards. The ACT is accepted by universities and colleges in New Mexico. The SAT is typically taken by students who have plans to attend an out-of-state college or who have not made a definite college choice at the time of testing.